

## Course analysis (course evaluation)

<b>Course code</b> 1BI035	<b>Course title</b> Introduction to Biomedical Science	<b>Credits</b> 6
<b>Semester (VT/HT-yr)</b> HT-2025	<b>Dates</b> 2025-09-01—2025-09-24	

<b>Course Director</b> Jan-Olov Höög	<b>Examiner</b> Jan-Olov Höög
<b>Teachers in charge of different parts of the course</b> Tobias Karlsson and Qing Chen (no modules)	<b>Other participating teachers</b> Tarvi Teder, Bartolomiej Porebski, Helene Autefage, Axel Leppert

<b>Number of registered students at the 3-week check</b> 74	<b>Number passed at final course day</b> 62	<b>Response frequency course valuation survey</b> 69 %
<b>Other methods for student influence</b> (in addition to the final course valuation/survey) No course representatives were appointed (too close to programme start), however open discussions during the course.		
<b>Feedback reporting of the course evaluation results to the students</b> Course survey report published at the course web (Canvas) and the open web.		

### Note that...

The analysis should (together with a summarising quantitative summary of the students' course evaluation) be communicated to the education committee at the department responsible for the course and for programme courses also to the programme coordinating committee.

The analysis was communicated to the education committee on the following date: 2025-10-23  
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### 1. Description of changes implemented since the previous course occasion based on the views of former students, and in relation to the Course Director's conclusions and suggestions for change in the previous course analysis. If changes proposed in the previous course analysis have not been implemented, please explain why

One lecture was completely changed and updated.

Hybrid version of Inspira was used for the first time (both advantages and disadvantages). Inspira is optimized for MCQ and short answers, not for longer text and especially not when figures, diagrams and formulas are asked for (time consuming for the students to use superscripts and subscript, arrows, plus and minus etc in formulas. The major advantage is no problems with bad handwriting.

### 2. Brief summary of the students' evaluation of the course

*(Based on the students' quantitative responses to the course valuation and key views from free text responses. Quantitative summary and any graphs are attached.)*

The new version of the Course survey was used with the new scale. If a mean is calculated for the nine questions, the result will be 5.1 (at the 1-6 scale). A general very positive

outcome for the course. However, one to two students were dissatisfied (two students quitted the programme after this course).

### **3. The Course Director's reflections on the implementation and results of the course**

#### ***Strengths of the course:***

The course gives a general background and overview to biomedicine with a focus on anatomy and general biochemistry. The mix of lectures, group work, lab and project work let the students to work together that in most cases is very positive for the entire course. The students learn from start that the field of Biomedicine is international.

#### ***Weaknesses of the course:***

Short course

This year was all time high for the number of students accepted at the start of the course/programme (74)

### **3. Other views**

The number of international students is still high (55% according to civic numbers (T)) and 29 countries were represented (according to addresses given by the students in their applications). The international students are strongly motivated, which set a general outline for the course.

For "extra" moments during the course:

Practical CPR: all answers were positive

Excel introduction: 73% positive, 27% less positive

### **4. Course Director's conclusions and any suggestions for changes**

*(If changes are suggested, state who is responsible for implementing them and provide a schedule.)*

Some moments will be modified/updated as always (course director).

New teacher(s) will be introduced for some moments.

### **Appendices:**

Course survey